**MINISTRY OF EDUCATION AND HIGHER EDUCATION**

**GENERAL DIRECTORATE OF TECHNICAL AND VOCATIONAL EDUCATION**

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Industrial mechanics**

**Car mechanics**

**Airplane mechanics**

**Lifts / Elevators maintenance**

**Air-conditioning**

**Electronics**

**Electricity**

**Electro- techniques**

**Industrial chemistry**

*Note: all industrial majors adopt the same language program; however, the number of hours per week as well as the foreign language level , whether 1st or 2nd must be taken into consideration while implementing the content (see table of contents and the grammar list)*

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Industrial mechanics**

**CONTENT**

1. **GENERAL INTRODUCTION**
2. **GENERAL OBJECTIVES**
3. **TEACHING RECOMMENDATIONS**
4. **FIRST YEAR PROGRAM**
5. **SECOND YEAR PROGRAM**
6. **THIRD YEAR PROGRAM**
7. **General Introduction**

Teaching the English language in the technical baccalaureate classes aims at the acquirement of four competences:

1. To engage in a verbal exchange: to listen, to react, to express oneself,

2. To engage in a written exchange: to read, to analyze, to write,

3. To become a competent and critical reader

4. To acquire knowledge and build up the cultural and technical identity of the learner

To serve the above mentioned objectives, the English language program covers 180 hours and is divided as follows:

1st year: 60h;

2nd year: 60h

3rd year: 60h

Total: 180h

**General Objectives:**

Students are expected be able to make use of written and spoken English to exchange scientific information and techniques within the framework of their specialties in order to demonstrate his competence, as per the criteria and details which follow.

As for the assessment, it will include the individual work as well as the team work, which will be based on situations of the personal and professional life of the student (problems, protocols, procedures, standards etc.)

The General performance criteria shall encompass the following:

* + Compliance with the oral and written English rules of expression.
  + Compliance with the rules of layout of professional texts.
  + Comprehension of the written and spoken message by the interlocutor.

**Teaching recommendations:**

The orthography and grammar study will be regarded only as supports of the language. It is not question to study orthography and grammar for themselves. The grammatical activities will allow to highlight the operation of the language and to widen the possibilities of expression.

**In the first year**, the written expressions will be approached through simple reformulation of reading (card of reading, summary of texts of technical dossier, etc.) or speech (talk oral course), or of simple drafting of mail of the life of everyday and professional (CV, application for a job letter to the administration, etc.)

**In the second year**, it will be essential to prepare the learners with the drafting of short technical file, cards of instruction; the course will have to deal with the operational drafting of protocol/procedure.For that, it will be necessary to take care to develop the work completed in 1st year during the study of the written texts. The text will be used as support for the study of the grammatical rules and the orthography, it will be necessary to leave the errors of expression of the pupils to work out the parts of course relating to the orthography and grammar.

**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
* It takes into consideration the student’s information and data.
* The tasks assigned will be executed in class, training in workshops and factories
* Using technology in class as an educational means makes the class more creative and open to discussions.
* By the end of this program, the student would have competences as well as educational and cultural objectives; each of which would be taught independently.
* The teacher has the choice to select the competence he finds convenient but through stages whereas each has its own oral and written modifications in teaching methods and strategies.
* This curriculum is divided into 3 years, and it aims at enriching the given objectives and methods.
* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
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* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Car mechanics**

**CONTENT**

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

|  |  |  |
| --- | --- | --- |
| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

|  |  |  |
| --- | --- | --- |
| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Airplane mechanics**

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7. **General Introduction**

Teaching the English language in the technical baccalaureate classes aims at the acquirement of four competences:

1. To engage in a verbal exchange: to listen, to react, to express oneself,

2. To engage in a written exchange: to read, to analyze, to write,

3. To become a competent and critical reader

4. To acquire knowledge and build up the cultural and technical identity of the learner

To serve the above mentioned objectives, the English language program covers 180 hours and is divided as follows:

1st year: 60h;

2nd year: 60h

3rd year: 60h

Total: 180h

**General Objectives:**

Students are expected be able to make use of written and spoken English to exchange scientific information and techniques within the framework of their specialties in order to demonstrate his competence, as per the criteria and details which follow.

As for the assessment, it will include the individual work as well as the team work, which will be based on situations of the personal and professional life of the student (problems, protocols, procedures, standards etc.)

The General performance criteria shall encompass the following:

* + Compliance with the oral and written English rules of expression.
  + Compliance with the rules of layout of professional texts.
  + Comprehension of the written and spoken message by the interlocutor.

**Teaching recommendations:**

The orthography and grammar study will be regarded only as supports of the language. It is not question to study orthography and grammar for themselves. The grammatical activities will allow to highlight the operation of the language and to widen the possibilities of expression.

**In the first year**, the written expressions will be approached through simple reformulation of reading (card of reading, summary of texts of technical dossier, etc.) or speech (talk oral course), or of simple drafting of mail of the life of everyday and professional (CV, application for a job letter to the administration, etc.)

**In the second year**, it will be essential to prepare the learners with the drafting of short technical file, cards of instruction; the course will have to deal with the operational drafting of protocol/procedure.For that, it will be necessary to take care to develop the work completed in 1st year during the study of the written texts. The text will be used as support for the study of the grammatical rules and the orthography, it will be necessary to leave the errors of expression of the pupils to work out the parts of course relating to the orthography and grammar.

**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
* It takes into consideration the student’s information and data.
* The tasks assigned will be executed in class, training in workshops and factories
* Using technology in class as an educational means makes the class more creative and open to discussions.
* By the end of this program, the student would have competences as well as educational and cultural objectives; each of which would be taught independently.
* The teacher has the choice to select the competence he finds convenient but through stages whereas each has its own oral and written modifications in teaching methods and strategies.
* This curriculum is divided into 3 years, and it aims at enriching the given objectives and methods.
* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Lifts / Elevators maintenance**

**CONTENT**

1. **GENERAL INTRODUCTION**
2. **GENERAL OBJECTIVES**
3. **TEACHING RECOMMENDATIONS**
4. **FIRST YEAR PROGRAM**
5. **SECOND YEAR PROGRAM**
6. **THIRD YEAR PROGRAM**
7. **General Introduction**

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1. To engage in a verbal exchange: to listen, to react, to express oneself,

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* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| --- | --- | --- |
| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| --- | --- | --- |
| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Air-conditioning**

**CONTENT**

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  + Comprehension of the written and spoken message by the interlocutor.

**Teaching recommendations:**

The orthography and grammar study will be regarded only as supports of the language. It is not question to study orthography and grammar for themselves. The grammatical activities will allow to highlight the operation of the language and to widen the possibilities of expression.

**In the first year**, the written expressions will be approached through simple reformulation of reading (card of reading, summary of texts of technical dossier, etc.) or speech (talk oral course), or of simple drafting of mail of the life of everyday and professional (CV, application for a job letter to the administration, etc.)

**In the second year**, it will be essential to prepare the learners with the drafting of short technical file, cards of instruction; the course will have to deal with the operational drafting of protocol/procedure.For that, it will be necessary to take care to develop the work completed in 1st year during the study of the written texts. The text will be used as support for the study of the grammatical rules and the orthography, it will be necessary to leave the errors of expression of the pupils to work out the parts of course relating to the orthography and grammar.

**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
* It takes into consideration the student’s information and data.
* The tasks assigned will be executed in class, training in workshops and factories
* Using technology in class as an educational means makes the class more creative and open to discussions.
* By the end of this program, the student would have competences as well as educational and cultural objectives; each of which would be taught independently.
* The teacher has the choice to select the competence he finds convenient but through stages whereas each has its own oral and written modifications in teaching methods and strategies.
* This curriculum is divided into 3 years, and it aims at enriching the given objectives and methods.
* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Electronics**

**CONTENT**

1. **GENERAL INTRODUCTION**
2. **GENERAL OBJECTIVES**
3. **TEACHING RECOMMENDATIONS**
4. **FIRST YEAR PROGRAM**
5. **SECOND YEAR PROGRAM**
6. **THIRD YEAR PROGRAM**
7. **General Introduction**

Teaching the English language in the technical baccalaureate classes aims at the acquirement of four competences:

1. To engage in a verbal exchange: to listen, to react, to express oneself,

2. To engage in a written exchange: to read, to analyze, to write,

3. To become a competent and critical reader

4. To acquire knowledge and build up the cultural and technical identity of the learner

To serve the above mentioned objectives, the English language program covers 180 hours and is divided as follows:

1st year: 60h;

2nd year: 60h

3rd year: 60h

Total: 180h

**General Objectives:**

Students are expected be able to make use of written and spoken English to exchange scientific information and techniques within the framework of their specialties in order to demonstrate his competence, as per the criteria and details which follow.

As for the assessment, it will include the individual work as well as the team work, which will be based on situations of the personal and professional life of the student (problems, protocols, procedures, standards etc.)

The General performance criteria shall encompass the following:

* + Compliance with the oral and written English rules of expression.
  + Compliance with the rules of layout of professional texts.
  + Comprehension of the written and spoken message by the interlocutor.

**Teaching recommendations:**

The orthography and grammar study will be regarded only as supports of the language. It is not question to study orthography and grammar for themselves. The grammatical activities will allow to highlight the operation of the language and to widen the possibilities of expression.

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**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
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* Using technology in class as an educational means makes the class more creative and open to discussions.
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* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

|  |  |  |
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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| --- | --- | --- |
| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
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* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
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* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Electricity**

**CONTENT**

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**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
* It takes into consideration the student’s information and data.
* The tasks assigned will be executed in class, training in workshops and factories
* Using technology in class as an educational means makes the class more creative and open to discussions.
* By the end of this program, the student would have competences as well as educational and cultural objectives; each of which would be taught independently.
* The teacher has the choice to select the competence he finds convenient but through stages whereas each has its own oral and written modifications in teaching methods and strategies.
* This curriculum is divided into 3 years, and it aims at enriching the given objectives and methods.
* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Electro- techniques**

**CONTENT**

1. **GENERAL INTRODUCTION**
2. **GENERAL OBJECTIVES**
3. **TEACHING RECOMMENDATIONS**
4. **FIRST YEAR PROGRAM**
5. **SECOND YEAR PROGRAM**
6. **THIRD YEAR PROGRAM**
7. **General Introduction**

Teaching the English language in the technical baccalaureate classes aims at the acquirement of four competences:

1. To engage in a verbal exchange: to listen, to react, to express oneself,

2. To engage in a written exchange: to read, to analyze, to write,

3. To become a competent and critical reader

4. To acquire knowledge and build up the cultural and technical identity of the learner

To serve the above mentioned objectives, the English language program covers 180 hours and is divided as follows:

1st year: 60h;

2nd year: 60h

3rd year: 60h

Total: 180h

**General Objectives:**

Students are expected be able to make use of written and spoken English to exchange scientific information and techniques within the framework of their specialties in order to demonstrate his competence, as per the criteria and details which follow.

As for the assessment, it will include the individual work as well as the team work, which will be based on situations of the personal and professional life of the student (problems, protocols, procedures, standards etc.)

The General performance criteria shall encompass the following:

* + Compliance with the oral and written English rules of expression.
  + Compliance with the rules of layout of professional texts.
  + Comprehension of the written and spoken message by the interlocutor.

**Teaching recommendations:**

The orthography and grammar study will be regarded only as supports of the language. It is not question to study orthography and grammar for themselves. The grammatical activities will allow to highlight the operation of the language and to widen the possibilities of expression.

**In the first year**, the written expressions will be approached through simple reformulation of reading (card of reading, summary of texts of technical dossier, etc.) or speech (talk oral course), or of simple drafting of mail of the life of everyday and professional (CV, application for a job letter to the administration, etc.)

**In the second year**, it will be essential to prepare the learners with the drafting of short technical file, cards of instruction; the course will have to deal with the operational drafting of protocol/procedure.For that, it will be necessary to take care to develop the work completed in 1st year during the study of the written texts. The text will be used as support for the study of the grammatical rules and the orthography, it will be necessary to leave the errors of expression of the pupils to work out the parts of course relating to the orthography and grammar.

**In the third year**, it will be fundamental for learners to use all the acquired information in writing where the learner will be able to express any technical operational procedure, catalog, do a research and be open minded to any new technology, build his technical glossary, and benefit from others’ experience to be a good and useful citizen.

**Note to the teacher**

**This curriculum is directed to the industrial major students**

* It depends on step by step method to teach students autonomously.
* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
* It takes into consideration the student’s information and data.
* The tasks assigned will be executed in class, training in workshops and factories
* Using technology in class as an educational means makes the class more creative and open to discussions.
* By the end of this program, the student would have competences as well as educational and cultural objectives; each of which would be taught independently.
* The teacher has the choice to select the competence he finds convenient but through stages whereas each has its own oral and written modifications in teaching methods and strategies.
* This curriculum is divided into 3 years, and it aims at enriching the given objectives and methods.
* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
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* Homophones
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* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses

**TECHNICAL BACCALAURETATE**

**ENGLISH LANGUAGE**

**INDUSTRIAL MAJORS**

**Industrial chemistry**

**CONTENT**

1. **GENERAL INTRODUCTION**
2. **GENERAL OBJECTIVES**
3. **TEACHING RECOMMENDATIONS**
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* It takes into consideration the general directorate of technical and vocational education to reform technical institutions and schools curricula.
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* Using technology in class as an educational means makes the class more creative and open to discussions.
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* The teacher has to choose the appropriate methods of explanation ad audio-visual communication, information technology, written as well as visual that could help the student in communicating and interacting with his fellows.
* Every individual can get whatever he wants out of this learning process depending on his needs.
* The major difference between first and second language students is the level of the competence, however, in competences such as expressing or explaining to others, it is of a great importance to have a basic level of communication. (for example writing a CV, reading safety measures, etc.)
* In this way, teaching can be more effective and students would be able to face all situations and build their own projects individually as well as be able to participate in group or team work and follow a training course.
* By the end of this program, there will be continuous evaluation cards and assessment tests to stimulate the student to measure his own progress or do self-autonomy to improve his position through gradual training and eventually submit to official exams.
* The texts and grammar lessons facilitate the learning process and serve the required objectives.

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| **First/Second Language** | **1st year B.T** | **Industrial Sections** |
| **Competence 1** | **Knowhow** | **Attitude** |
| * Use social rules and appropriate presentation | * Salute/politely * Introduce yourself and others * Respect social norms * Thank * Contact someone * Take a leave | * Be sociable * Respect social norms * Be in harmony with the milieu/environment |

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| **Competence 2** | **Knowhow** | **Attitude** |
| A- Implement and respect the operation method of safety | -Respect the operational method concerning safety and protection of health or plan of realization of work.  -Apply security measures(Proper clothes-use fine extinguishers-Block out tags)  -Follow directions and instructions  -Respect the norms of hygiene, health and protection avoid risks of profession and hazardous accidents  -Give possibilities  -Draw attention to potential obstacles /difficulties/ risks and hazards. | -Attentive  -Responsible on himself and on the others  -Alert |

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| B- | Knowhow | Attitude |
|  | -Execute an order, a command or plan related to technical field (Orally as well as practically)  -Read and listen attentively  -Apply individual and collective rules of hygiene (standards of health), and environmental protection as prevention of electric risks.  -Take precautions and measures of prevention  -Execute an order, a plan (catalogues, sketch, model)  -Make out a list of materials of execution, installation, checking safety measures.  -Assemble the elements to determine the costs  -Plan and distribute tasks according to competences | - Assume responsibility  - Be attentive to all details |

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| **Competence 3** | **Knowhow** | **Attitude** |
| -Extract key information in a document/brochure | -Search for and organize information  -Understand/comprehend a message  -Question the customer about this needs or requirements.  -Question the customer on his degree of satisfaction or dissatisfaction  -To extract from a program the activity to be realized | -Have an analytical thinking  -Use elements of situation or message accurately |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Propose, invite, accept or refuse | -Adapt different strategies of invitations  - Negotiate  - Call someone (over the telephone)  - Propose different methods of accepting or refusing  -Take a decision  -Justify a decision  -Accept by expressing satisfaction and appreciation  -Refuse through finding an excuse or pretext or through giving different answers | - Be credible and reliable |

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| **Competence 5** | **Knowhow** | **Attitude** |
| Reformulate | - Read Cards  -Write summary of technical files  -Write a CV, an application letter | - Be forthcoming and communicative |

**2nd year B.T**

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| **Competence 1** | **Knowhow** | **Attitude** |
| Communicate in a concrete real situation | - contribute to a simple dialogue  -provide information concerning the profession  -Ask and answer (question)  -The customer about service and products  -Express a point a view  -Take a leave  -Be motivated and interactive | - Accept others ‘opinions  -Be a good listener to reformulate a specific opinion |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Decode and analyze the given definitions | -Define equipment, apparatus tools, or devices used in a specific technical environment  -Find equivalents  -Match words to their definitions Or equivalents  -Find words of the same family Or difference of words of same family  -Locate parts  -Construct technical phrases  -Define quantities | Be smart and resourceful |

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| **Competence 3** | **Knowhow** | **Attitude** |
| 1. Describe machines, Apparatus, device (static) 2. Describe a procedure/an operation in process (dynamic) | -Mention the different parts and their locations  -Describe the form, shape, material, volume and color  - Classify and enumerate materials  - Describe step by step operations and functions  -Describe charts, graphics, diagrams operational  -Describe the mechanism  -Analyze the system of execution  -Explain the operational method | -Be curious to know other methods and get new information |
| **Competence 4** | **Knowhow** | **Attitude** |
| Explain and analyze the function of the technical process | - Explain with comparisons  -Explain with logical relations  -Explain diagrams and charts  -Explain cause – effect relation | -Logical arguing |

**3rd year B.T**

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| Competence 1 | Knowhow | Attitude |
| 1. Consult documents of specialization and refer to new methods of technology | -Adapt to new methods of technology  -Exploit different sources of documents audio-visual, CDs, overhead projectors for oral presentation or reporting  -Collect documents  -Take advantage of techniques  -Identify the different types of documents (CD, multi-media, books, magazines, press, encyclopaedia etc.)  -Diversify different supports, graphs, charts, tables, diagrams  -Decode a fiche, a page  -Select documents  -Match pictures to text  -Understand and use different terms | - Be curious  -Be selective  -Be enthusiastic to know new technology  -Be self assertive and autonomous  -Be educated and interested in Media |

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| **Competence 2** | **Knowhow** | **Attitude** |
| Build a technical glossary | - Use a document of specialization  Familiarize with technical terms  -Produce an inventory for technical words  -Form words out of derivatives  -Determine the technical terms used in a specific document | -Be selective  -Be open-minded  - Be ambitious |

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|  | **Knowhow** | **Attitude** |
| A- Present a technical issue | -Extract different parts of a plan  -Take notes and organize  -Form a synthesis  -Learn the techniques of presentation, a bulletin board, a project, a file  -Acquire different methods of preparation | Use all the acquired information in writing  Be capable of doing a research |
| B- Write a report | -Define the objective of research  -Respect the norms and techniques of writing a report  -Write the letters out of samples or models  -Write a technical message or email |  |

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| **Competence 3** | **Knowhow** | **Attitude** |
| Training in a workshop | * Learn the principles of negotiation * Adapt to real situation * Detect the strengths and weaknesses of certain points in that situation * Reflect about labour market Communicate with others * Know the clients’ needs * Recognize the system of work * Ask questions * Assist and supervise (the learner * Express his capacity appropriate potentials * Reflect on a specific labour market * Learn about customer- company relation | Get experience  Discover and use new technology  Be integrated in a specific activity  Benefit from others’ experience  Apply knowledge into practice |

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| **Competence 4** | **Knowhow** | **Attitude** |
| Evaluation  Think over for self-autonomy | * Find the errors and correct them * Reflect on the learning process * Select the suitable criteria for evaluation * Make synthesis * Adopt a new strategy for work * Measure the degree of coherence, conformity, and efficiency of the objective * Judge and evaluate effectively the given results. | -Be a good citizen and have all the competences to be a professional learner |

First year BT

* Conjugations
* Tenses:

1. Present simple tense
2. Present continuous tense
3. Past simple tense
4. Past continuous tense
5. Present perfect tense
6. Simple future (will / going to)

[Affirmative / Negative / Interrogative form of tenses]

* Modal auxiliaries: may – can – will – would – could – should – must – have to
* Sentence construction
* Information questions / Yes/No questions
* Tag questions
* Homophones
* Conjunctions (For boys)
* So – either – neither – nor
* Suffixes / prefixes
* Demonstrative adjectives
* Demonstrative pronouns
* Pronouns (subjective / objective / possessive adjective / possessive pronouns)
* Adjectives of quality / of quantity
* Singular / plural
* Countable / uncountable nouns
* Prepositions
* Numbers: cardinals / ordinals

BT2 (Second year BT)

1. Adjectives (of quality, of quantity, demonstrative adjectives, etc…)

2. Adverbs of place: prepositional phrases of location or position

3. Comparison of adjectives

4. Present simple tense/ present continuous tense

5. Suffixes (Adjectives → Adverbs)

6. Adverbs of manner / of frequency

5. Past continuous tense (revision of past simple tense)

6. Simple present perfect/ [Present perfect continuous tense]

7. Past perfect tense

8. Relative clauses

9. Simple/ compound sentences

Using coordinate conjunctions

Using conjunctive adverbs

10. Making questions

11. Clauses of purpose

12. Complex sentences (Subordinate conjunctions)

13. Causative verbs

14. Clauses of reason (cause/ effect)

15. Comparison of adverbs

16. If-conditional (Type 1 and 2)

17. Affixes

18. Make/ Do

19. Phrasal verbs

BT3 (third year BT)

1- Tenses:

a. Present simple tense/ present continuous tense

b. Past simple tense/ past continuous tense

c. Present perfect tense/ present perfect continuous tense

d. Past perfect tense/ past perfect continuous tense

e. Simple future tense/ future continuous tense

[Future perfect]

2- Direct / indirect speech

3- Verb phrases: Main & helping verbs

4- Types of sentences: a. Simple b. Compound c. Complex

- Dependent/ independent clauses

- Coordinate conjunctions; conjunctive adverbs, subordinate conjunctions (Revision)

5- Phrasal verbs

6- Make/ Do

7- Gerunds/ Infinitives

8- Word formation

9- Affixes, prefixes and suffixes

10- Comparison of adjectives/ adverbs

11- Information questions, Yes/No questions/ indirect questions

12- Pronouns (subjective / objective / possessive adjective / possessive pronouns/ reflexive pronouns)

13- Active/ passive voice

14- If conditional: Type 1 and 2

15- Tag questions

16- Relative clauses